

First™ class for two post-graduate credits through Western Michigan University or for three SB-CEU's. In addition to successful completion of the class, a final exam and the presentation of a final lesson, our tutors must also complete two pre-approved outside readings and observe at least five real one-on-one sessions taught at Reading and Language Arts Centers by experienced tutors.

Continued training requirements include a Phonics First™ Refresher workshop during each of a tutor's first three years. The refresher workshops can be counted toward the ten hours of on-going training that Reading and Language Arts Centers' tutors are required to document each year.

Our tutors work for certification in the Phonics First™ method through the International Multisensory Structured Language Education Council (IMSLEC), a process that takes from eighteen months to three years. To become certified, tutors must either demonstrate competence in or take additional workshops in Phonemic Awareness, Multisensory Comprehension, Multisensory Writing/Grammar/Syntax, and Advanced Phonics First™, which includes the study of morphology. Tutors are also required to complete a Tutor Orientation Workshop, and must hand in sixty Phonics First™ lesson plans.

Reading and Language Arts Centers closely monitor the progress of new tutors, providing five written evaluations during the first year of tutoring and two written evaluations each year thereafter. Tutor guidance, support and mentorship are offered through Tutoring Coordinators at our satellite centers and a central Director of Tutoring who oversees the department.

Tutoring Coordinators at our satellite centers are required to have completed the above requirements in addition to having demonstrated superior knowledge of Phonics First™ and other research-based reading methodologies as well as managerial and mentoring capabilities.

As a condition of working with our centers, our tutors must submit to a criminal background check.

3. Evidence of the program's effectiveness in increasing student achievement

Our Phonics First™ program is an Orton-Gillingham based multisensory, structured, sequential and cumulative technique of direct reading instruction. Its practices are consistent with those recommended by the National Institute of Child Health and Human Development and the "No Child Left Behind" Act.

Reading and Language Arts Centers regularly document student progress. Students are typically pre-tested students using the Lexia Quick Reading Test (QRT), which measures discrete reading skills. Post-tests have consistently shown measurable, and often dramatic, student progress. School districts who have employed our services for small group tutoring have documented elevated MEAP scores as a result of our tutoring programs (see attachments).

4a. How the program will be monitored for effectiveness

The program is monitored for effectiveness using a variety of tests, described in Section 4b, below, as well as observations and written progress reports that are provided regularly by tutors to Reading and Language Arts Centers' administrators who, in turn, provide them to parents. Reading and Language Arts Centers' administrators regularly sit in on student lessons to monitor the quality of lessons received. Lessons are systematically evaluated and tutors receive both oral and written feedback. This occurs five times during the first year of tutoring and two times a year each year thereafter. Parents are invited to sit in on lessons or to meet with administrators to discuss student progress at any time. On condition that we receive a signed Teacher Contact Permission Form from parents, every effort is made to elicit the ongoing observations of the students' classroom teachers, resource room teachers, and other educators and professionals who work with the students.

4b. How the progress of students receiving supplemental educational services will be measured and which assessments will be used.

Students who attend our centers and our Academic Advantage programs are typically pre-tested using the Lexia Quick Reading Test (QRT) to determine a starting point for tutoring. If parents at our centers request a more thorough informal initial assessment, or if we deem it necessary to best serve our students, further testing may include the Lexia Comprehensive Reading Test (CRT), which includes tests of comprehension, the Test of Word Reading Efficiency (TOWRE), the LinguiSystems Test of Phonological Awareness, a spelling test of specific skills developed in-house, graded word lists, and a student writing sample. Upon parental request, an independent licensed psychologist specializing in learning disabilities can provide a full psycho-educational evaluation on-site.

Throughout the duration of tutoring, Reading and Language Arts Centers collect data about student progress and systematically monitor student achievement milestones. As mentioned in Item 3, above, we typically pre-test students using the Lexia QRT, which measures discrete reading skills. Observational data is also systematically provided by each tutor through written Progress Reports, more fully detailed in Section 4c.

Academic Advantage students are given a post-test (QRT) at the end of the program, and tutors turn in written observations about the progress of each student. Throughout the Academic Advantage program, Reading and Language Arts Centers' administrators maintain regular contact with the school administration and Academic Advantage tutors by telephone and on-site visits.

At our tutoring centers, a system is in place whereby tutors regularly provide Reading and Language Arts Centers with observational information about the progress of each student. After four weeks, tutors must turn in an Initial Informal Assessment that lets the administration know whether or not students are progressing as expected. If a student is having difficulty, parents are contacted. Additional informal testing in spelling, comprehension, or phonemic awareness skills often reveals the source of the problem. At

this point, it may also be recommended that parents seek the advice of a Licensed Psychologist to determine whether or not a learning disability may be involved. In either case, tutoring goals are then revised to best meet the learning needs and style of the student.

- 4c. How the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary)

As mentioned above, regular contact is maintained with schools receiving Academic Advantage services. If tutors observe that a student is not making adequate progress, classroom, resource room teachers or administrators are contacted. A detailed report is provided to school administrators at the end of each Academic Advantage program describing group and individual gains in reading skills. This report includes information about average group improvement, as well as each student's pre- and post-tests and personalized tutor observations about each student's progress.

At our tutoring centers, each student's tutor fills out an Informal Initial Assessment after four weeks of sessions. Written progress reports are provided to parents after three months, and every four to six months thereafter for the duration of tutoring. The progress reports are written by the student's tutor and are reviewed by the Reading and Language Arts Centers' administration. Progress reports include a narrative section about skills that have been taught, future goals, and general tutor observations about the student's progress. A Sequence Chart of Skills helps parents determine the progress of each student along a continuum of skills; reports also include a Progress Chart that specifies level of student mastery of the skills and concepts that have been addressed. Reading and Language Arts Centers Administrators regularly schedule conferences with parents to go over the Progress Reports. Upon parental request, these Progress Reports can be sent to teachers, administrators and/or other school district personnel.

On condition that we receive a signed Teacher Contact Permission Form from parents, every effort is made to reach and work in cooperation with the students' classroom teachers, Resource Room teachers, and other educators and professionals who work with the students. Upon parental request, we also send either administrators or tutors to attend IEPC's or other meetings regarding the educational services being provided to the student.

## 5. Pricing Structure

### Academic Advantage Tutoring

Pricing for Academic Advantage Programs is determined on a case-by-case basis, depending upon the tutoring schedule and goals of each school. In the past, Reading and Language Arts Centers have typically charged \$75 per tutor per 45-50 minute session, as well as administrative costs, plus the cost of supplies and materials necessary to implement the program.